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ABSTRACT

This paper describes the use of a theory-based framework, the Concerns-Based Adoption Model (CBAM), in evaluating the implementation of three educational innovations in the Portland (Oregon) Public Schools during 1986-87: (1) Project READ, a districtwide alternative language arts program for grades 1-8; (2) Timeline, project management software for Evaluation Department planning, and (3) a K-8 social studies inservice program in a cluster of schools. It investigates the uses of three diagnostic dimensions of CBAM: Innovation Configurations (IC), Stages of Concern (SoC), and Levels of Use (LoU), and discusses their function in planning, monitoring, and evaluating these educational programs. The experience of using the Concerns Based Adoption Model in formative evaluation of these programs indicates that it can assist the evaluator in defining program elements and interpreting related teacher concerns and use, and that the data can guide the program staff in monitoring clients' use of the innovation, designing practical intervention strategies, and confidently attributing outcomes to the program. A bibliography is included, and instrumentation is appended. (TE)

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APPLICATIONS OF THE CONCERNS-BASED ADOPTION MODEL IN PROGRAM EVALUATION

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Paper Presented at the Annual Meeting of the
American Educational Research Association
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Applications of the Concerns-Based Adoption Model in Program Evaluation

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Introduction

Educational program evaluation is a complex phenomenon that is often little understood by the participants it aims to help. While the evaluation process aims to improve student achievement and increase program effectiveness, too often these efforts are hampered by the realization that curriculum programs have not been faithfully implemented or have been so modified that they hardly resemble the original program.

This paper describes the use of a theory-based framework, the Concerns-Based Adoption Model (CBAM)[1], in evaluating the implementation of educational innovations. The paper reports applications of CBAM in curriculum and administrative programs. It investigates the uses of three diagnostic dimensions of CBAM: Innovation Configurations (IC), Stages of Concern (SoC) and Levels of Use (LoU) and discusses their function in planning, monitoring, and evaluating educational programs.

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[1] The Concerns-Based Adoption Model was developed at the Research and Development Center for Teacher Education, University of Texas-Austin. For more information, see Loucks, Susan & Hall, Gene E. (1977). Assessing and Facilitating the Implementation of Innovations: A New Approach. Educational Technology, 17, 18-21.

Background

Early on program evaluators learn that before they evaluate an educational program, they must determine whether or not the program has been implemented. Recognizing this need, the Portland Public Schools used the Concerns-Based Adoption Model to define program fidelity and describe the level of implementation of programs during 1986-87. The CBAM provides a practical and objective measure for assessing instructional change. Evaluation Specialists were trained in Stages of Concern and Levels of Use methodology. CBAM helped us study the affective and behavioral changes at the district, cluster, and department level. CBAM diagnostic measures were used to assess the implementation level of three diverse programs:

1) Project READ, a districtwide alternative language arts program for grades 1-8,

2) Timeline, project management software for Evaluation Department planning, and

3) A K-8 social studies inservice program in a cluster of schools.

In each case, the author reports how the CBAM components helped describe the extent to which programs had been consistently implemented and what the related concerns were in the implementation process. With these data, the evaluator would know whether student outcome gains were attributable to the program, to some elements of the program, or to other external factors and also what kinds of concerns program staff had.

The experience of using the Concerns-Based Adoption Model in program evaluation indicates that it can assist the evaluator and the program staff. It helps an evaluator define program elements and interpret related teacher concerns and use. The data guide the program staff in: 1) monitoring client use of the innovation, 2) designing practical intervention strategies, and 3) being confident that outcomes can be attributed to the program.

Project READ

The first innovation to be presented is Project READ, an alternative language arts program for low achieving students in grades 1-8. This curriculum approach uses direct instruction with a focus on phonics, comprehension, and written expression in multi-sensory learning. The curriculum provides sequenced skill development and is integrated with the basal reading program.

During the 1986-87 school year, 46 teachers in grades one through eight at 14 schools were involved in Project READ. These teachers utilized Project READ within their reading and language arts programs. In addition, four Project READ teacher-trainers conducted weekly demonstration lessons in each classroom throughout the year. Teachers implemented Project READ in order to use an alternative teaching strategy with low performing reading and language students, to improve student achievement, and to reduce student referrals to special education programs.

Evaluating the Implementation of Project READ

To assess the teachers' attitudes and use of Project READ, three components of the Concerns-Based Adoption Model were used: 1) an Innovation Configurations checklist provided the basis for classroom observations, 2) Stages of Concern questionnaires were administered to all teachers, and 3) Levels of Use interviews were conducted with a representative sample of teachers.

a. Innovation Configuration[2] - The evaluator conducted classroom observations to record descriptions of teacher behaviors and lesson content. This narrative was the basis for developing a preliminary checklist to describe the key elements of the READ program. These key factors were shared with the developer and demonstration teachers to clarify the critical elements of the innovation and to develop a prototype configuration checklist. The checklist, displayed in Figure A of the appendix, will be used in subsequent monitoring of Project READ.

b. Stages of Concern - The Stages of Concerns (SoC) questionnaire (see appendix) is a 35-item instrument. It is designed to identify concerns typically associated with change.

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[2] Heck, Susan, Stiegelbauer, Suzanne M., Hall, Gene E., and Loucks, Susan F. (1981). Measuring Innovation Configurations: Procedures and Applications. Austin: Research and Development Center for Teacher Education, University of Texas.

Table 1 displays the seven developmental Stages of Concern[3] with related definitions. In this context, "concern" does not imply negativity toward the innovation, but refers to a normal developmental pattern which occurs in the change process.

Table 1

Stages of Concern About the Innovation

0	*AWARENESS*: Little concern about or involvement with the innovation is indicated.
1	*INFORMATIONAL*: A general awareness of the innovation and interest in learning more detail about it is indicated. The person seems to be unworried about herself/himself in relation to the innovation. She/he is interested in substantive aspects of the innovation in a selfless manner such as general characteristics, effects, and requirements for use.
2	*PERSONAL*: Individual is uncertain about the demands of the innovation, her/his inadequacy to meet those demands, and her/his role with the innovation. This includes analysis of her/his role in relation to the reward structure of the organization, decision making, and consideration of potential conflicts with existing structures or personal commitment. Financial or status implications of the program for self and colleagues may also be reflected.
3	*MANAGEMENT*: Attention is focused on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organizing, managing, scheduling, and time demands are utmost.
4	*CONSEQUENCE*: Attention focuses on impact of the innovation on students in her/his immediate sphere of influence. The focus is on relevance of the innovation for students, evaluation of student outcomes, including performance and competencies, and changes needed to increase student outcomes.
5	*COLLABORATION*: The focus is on coordination and cooperation with others regarding use of the innovation.
6	*REFOCUSING*: The focus is on exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative. Individual has definite ideas about alternatives to the proposed or existing form of the innovation.

[3] Hall, G.E., Wallace, R. C., Jr., & Dossett, W. A. (1973). A developmental conceptualization of the adoption process within educational institutions. Austin: Research and Development Center for Teacher Education, The University of Texas.

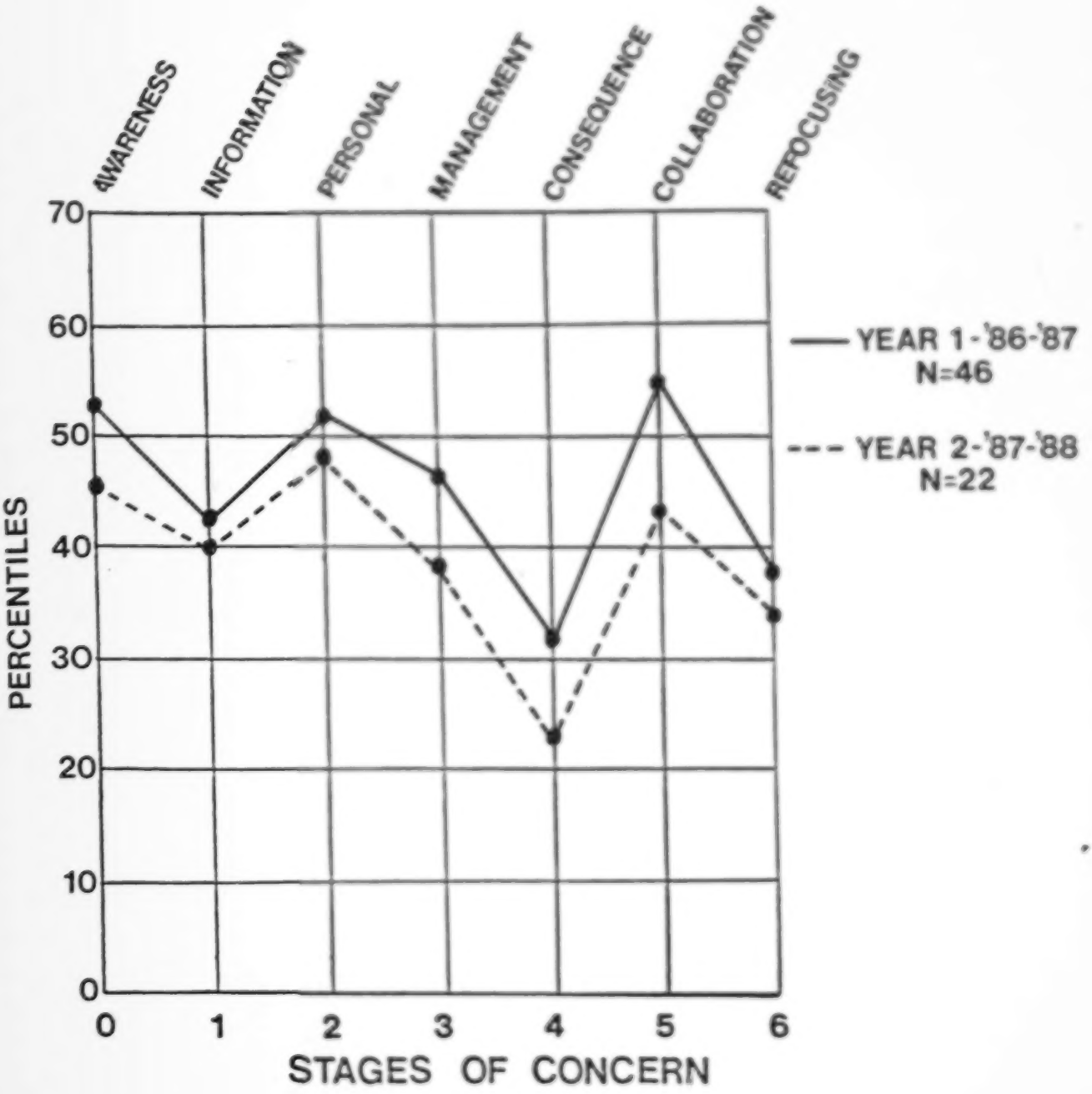
The SoC questionnaire was sent to all Project READ teachers in December 1986 and again in December 1987. The purpose of the data collection was to profile the user group in terms of affect or developmental concern about using Project READ. Forty-six of the first year questionnaires were returned; 22 of the second year questionnaires were returned.

Figure 1 presents the group profile of Project READ teachers' concerns at each stage for year one and year two. The percentile score represents the magnitude of concerns at each stage; the higher the percentile the more intense the concern.

As individuals learn about and begin using an innovation, the model assumes that their concerns move in a developmental pattern from low to higher stages. In other words, the CBAM finds that individuals shift from high Stages 0, 1, and 2 scores, to high Stage 3 scores, and finally, to the higher stages. After using Project READ for three months, the teachers' Stages of Concerns were high at Stage 0-Awareness, Stage 2-Personal, and Stage 5-Collaboration. It is characteristic of new users to have high awareness and personal concerns about an innovation. Because READ requires sustained training and coordination between classroom and demonstration teachers, it is reasonable to see high Collaboration concerns. The SoC profile identifies nonusers who are just becoming aware of READ and who have strong personal concerns about the project and its consequences for them.

Figure 1

TEACHER CONCERNS PROFILE ABOUT PROJECT READ OVER TWO YEARS



Similar results are shown for year two, but at a less intense level. This suggests that while Project READ teachers have a personal interest in the innovation and its consequences, they have remained open and interested in the innovation. To reduce Stage 2 Personal concerns, the Project READ staff should plan staff development activities to help the teachers look at the innovation more objectively.

c. Levels of Use[4] - The evaluators' goal was to assess the implementation level of Project READ at the end of the first year. To this end, Levels of Use interviews were conducted by certified LoU interviewers with a representative sample of 18 teachers. The LoU interview is presented in the appendix. The LoU interview is a focused protocol that elicits information about specific behaviors associated with using an innovation. The tape-recorded interviews lasted about twenty minutes; then the tapes were rated by two interviewer/raters who independently assigned the level of use. Overall LoU was determined by agreement of two raters. Of the 18 tapes, 13 were agreed on by the first two raters (72%); four tapes required a third rating (22%); and one tape was rated four times. The inter-rater reliability ranged from 60 to 80% on the overall Level of Use.

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[4] Loucks, Susan F., Newlove, Beulah W., and Hall, Gene E. (1975). Measuring Levels of Use of the Innovation: A Manual for Trainers, Interviewers, and Raters. Austin: University of Texas.

Table 2 presents the distribution of Levels of Use for the Project READ sample of teachers.

Table 2

Distribution of LoU for Representative Sample of Project READ Teachers

Level	0	I	II	III	IVA	IVB	V	VI
N				8	7	2		
%				(47%)	(41%)	(12%)		

As individuals move from nonuse of an innovation to first use, it is hypothesized that their level of use develops sequentially through the levels. Research indicates that the majority of first year users are at Level III-Mechanical Use. Nine of the READ teachers (53%) were rated above Level III; 47% of the first year READ users (N=8) were rated at Level III. One reason that a larger percentage of first year users were rated at higher levels of use is because Project READ is an innovation which requires ongoing collaboration between the user and the demonstration teacher. Because READ is not a supplementary program, it may allow more rapid integration of the innovation with other elements of a teacher's instructional repertoire.

In assessing the first year implementation; the Levels of Use interviews provided data on the need for program support. The interviews also validated the relationship between Project READ theory and practice, so the evaluator could be fairly confident she was measuring the results of program instruction. LoU interview transcripts were reviewed to identify teacher response patterns at different levels of use. This process provided operational definitions of the use of Project READ.

Table 3 displays the teacher-reported behaviors in two categories, management/logistics and instruction. The behaviors are organized by Level of Use. Generally, teachers at Level III-Mechanical Use answered the questions by describing the details of their implementation, e.g., how the program was scheduled, group size, and management or materials issues. These teachers asked questions to which they were still seeking answers, e.g., What is the appropriate pace of program delivery? How can I best integrate READ with other programs? The typical LoU III teacher commented on student behavior in the classroom and speculated on ways to improve classroom management, e.g., instituting token reinforcement techniques. These teachers confined their use of Project READ to the target low achieving students.

In contrast, teachers at Level IVA-Routine Use and Level IVB Refinement responded to the interview questions with specific references to student learning in Project READ. They reported

Table 3

Project READ Levels of Use and Teacher-Reported Behavioral Definitions

Level of Use	Teacher-Reported Behaviors	
	Management/Logistics	Instruction
III Mechanical User focuses on short-term, day-to-day use; changes made more to meet user needs than client needs;user typically implementing innovation step-by-step.	a. Used Project Read just with target students. b. Expressed need for additional materials; handouts, student reading books. c. Spent a lot of time, effort on planning, materials organization. d. Instituted token management system in classroom.	a. Attempted to follow modeled instruction closely; did not vary instructional pace even when some students seemed to need more time.
IVA Routine Use of innovation stabilized; few changes made; little preparation or thought given to improving use.		a. Added some of own instructional strategies. b. Integrated instruction with other curriculum programs, eg. social studies, writing, literature; selected supportive reading materials with curriculum integration in mind.
IVB Refinement User varies innovation somewhat to increase student outcomes; user considers both short/long-term consequences for students.	a. Participated in school planning to maintain students in Project READ during successive years.	a. Regrouped based on student performance; used with large groups; planned cross-graded instruction; sometimes used with whole class including nontargeted students. b. Increased instructional time by enlisting volunteers for reinforcement lessons. c. Increased review during instruction; provided extensive literature collection for regular take-home; extended process/skills use beyond language arts to real-life situations.

making minor modifications in the program to meet perceived student needs. These teachers talked about Project READ from a personal instructional perspective rather than in terms of program details. Teachers at LoU IVA and IVB used Project READ strategies with all of their students, not just target students.

Results of a comparison of Project READ individuals' SoC and LoU found no significant relationship between the teachers' assessed concern and level of use. Teachers rated at LoU IVA-Routine and LoU IVB-Refinement had high percentile scores at SoC 2-Personal and SoC 3-Management in their concerns about READ.

Project Management Software: Timeline

This section of the paper presents the second program evaluation use of the Concerns-Based Adoption Model. It discusses the use of a new innovation, "project management software" in program evaluation. In recent years, several microcomputer software packages have become available to assist in program management. While this type of software was first developed for use in business, it provides an evaluator with a powerful, timesaving tool for planning, scheduling, monitoring, and reviewing complex projects. Project management software programs can be used in a variety of situations where scheduling is important, resources are precious, and tasks are contingent upon completion of other tasks. The typical district program

evaluation unit is an appropriate environment for this software.

In July 1986, the program evaluation unit in the Portland Public Schools began using a new project management software package, Timeline(c) from Breakthrough Software. The Assistant Director for Program Evaluation proposed that the seven members of the unit pilot Timeline: 1) to improve the evaluation management process by providing more precise and timely data organization, and 2) to evaluate the application of microcomputer software to improve the efficiency and effectiveness of planning and monitoring program evaluations. In effect, Timeline was to be a unit standard for project planning and management.

The first use of the software was to develop a comprehensive list of anticipated evaluation projects for 1986-87. Each program evaluation was set up as an individual task with a start and end point and a table of staff resources. In October 1986, as the time came to develop individual project plans, a group training session was conducted to acquaint unit members with the software and demonstrate its use. Several evaluation plans were completed at this work session and a November deadline and process for completing the remaining plans was established. As the individual plans were completed, they were linked together to form a comprehensive picture of the unit's work. Information in the plans included: tasks, staff resources, and schedules. Figure B in the appendix displays a sample Timeline Gantt chart.

Evaluating the Implementation of Timeline

The project management software was implemented by unit members during 1986-87. As with any innovation, the level of detail and use of the process varied widely among individuals. One computer-generated plan consisted of over 100 tasks spread out over three years and involving twelve resource people; other plans were rough shell outlines of the evaluation process.

The manager's goal was to measure the level of use of project management software at the end of the first year. The evaluation used two CBAM methods: 1) a Stages of Concern questionnaire given to assess individuals' feeling about the Timeline program, and 2) Levels of Use interviews measured the behaviors of individuals regarding the project management system.

a. Stages of Concern In January 1987, a Stages of Concern questionnaire (SoCQ) was administered to obtain information on how well the program evaluation unit was doing in their efforts to make effective use of project management software. For this assessment, the SoCQ was modified[5] and administered to 8 staff.

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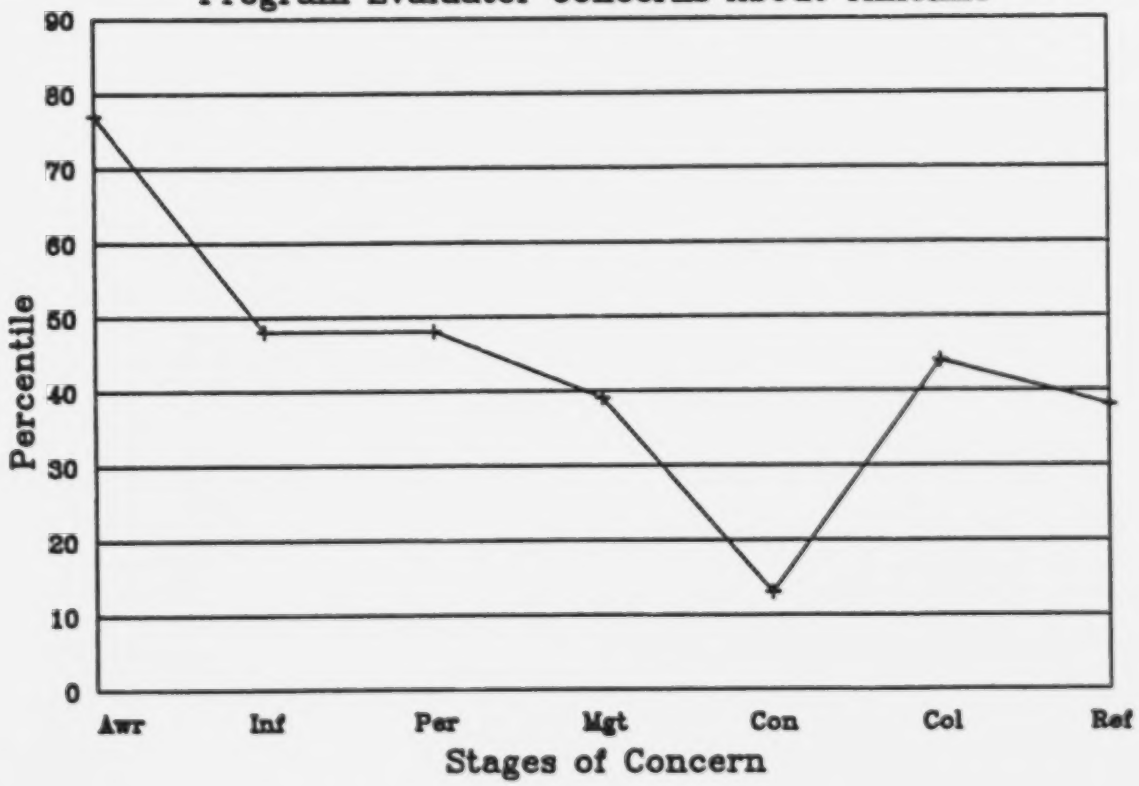
[5] The SoCQ Manual strongly cautions users against modifying the instrument or using it with any populations other than teachers and administrators. Nonetheless, the program manager chose to make modifications since the SOCQ provided a theory based approach to measuring concerns. Interpretations are made with due caution in full recognition of these limitations.

Data were collected anonymously and scored with an Apple IIe program that produced individual graphic profiles and a composite profile for the group. Figure 2 displays the group SoCQ profile. The profile is a nonuser profile with a high Stage 0-Awareness concerns and moderate concerns at the other stages. Because Stage 2-Personal concerns are equal to stage 1-Informational concerns, a portion of the group may have doubts or potential resistance to the innovation. The Awareness score is typical of a user who is just becoming aware of the innovation. The moderate informational and personal scores indicate some interest in learning more about project management software, but this is

Figure 2

Program Evaluator Concerns About Timeline



balanced with concerns about how the user will be affected by its use. The low level of concern for consequences is difficult to interpret since this is one of the categories that was modified from the original form. Originally, this scale pertained to consequences for students; for this purpose, the focus was changed to consequences for the work of the unit. Of course this change renders the norms useless. However, the individual variations in SoCQ profiles within the unit provide some indication of how the members view the software's impact on their work. In this interpretation, a high score indicates high concern for the work of the unit and the effects of Timeline on the work. In general, a high score on Stage 4-Consequences is a positive indication of concern. Conversely, a low score would indicate a low level of concern for the impact of the project management software on the work of the program evaluation unit.

Results of the SoC questionnaire were reviewed by the unit manager to plan intervention strategies and support systems appropriate to each individual's current concerns.

b. Levels of Use The purpose of the focused LoU interviews was to find out the baseline use of the Timeline project management software in the unit at the end of the first year. The LoU interviews were conducted by a certified LoU interviewer with the seven program evaluation staff members in June, 1987. The standard LoU interview procedures were used; subjects were asked

the branching interview questions using the term "Timeline" in place of "the innovation." The interviews were taped and then rated until agreement by at least two LoU interview/raters.

Table 4 presents the distribution of Levels of Use of Timeline project management software for the Evaluation Department program evaluation specialists.

Table 4

Distribution of LoU of Timeline
Project Management Software for Program Evaluation Unit
(N=7)

Level	0	I	II	III	IVA	IVB	V	VI
N		2		2	1	1		1
%		(29%)		(29%)	(14%)	(14%)		(14%)

The results of the LoU interviews confirmed the hunches of the assistant director on the use of Timeline by individual unit members. Overall, the interviews found a lower level of use than the manager had anticipated; he had hoped to see more LoU IVA-Routine Users or at least LoU III-Mechanical Users. Instead, the results indicated a wide disparity of use among members of the program evaluation unit. In the interviews, several individuals stated their concerns about the inadequate level of technical mastery of the software and the need for additional training. A

commonly perceived weakness was that Timeline took too much time or was inappropriate for the type of service provided by some evaluators. There was agreement that the best use of project management software would be in larger scale resource management, e.g., complex longitudinal research, departmental level planning and budgeting, or business use. Basically, the interviews categorized the unit members into two groups: 1) a user group that was attracted by what project management software offered in terms of planning and monitoring of evaluation activities, and 2) an Orientation nonuser group that was acting in a compliance mode and saw the disadvantages of Timeline outweighing the advantages. If project management software was to be successful for the organization, it needed all the players using the system.

The relationship between SoC and LoU indicated a pattern of high, intense individual concerns combined with low level of use of project management software. The SoCQ and LoU results were used to develop individual and group intervention strategies whereby the unit manager could assist staff member in adapting to the software. Results help to inform Evaluation Department management decisions on the future use of planning and management software.

As a final note, in August 1987, the unit manager mandated the use of Timeline for all 1987-88 program evaluation projects. In recognition of the user's concerns, support materials in the

form of generic evaluation planning modules were developed. This standard was provided to make resource comparisons across projects meaningful and to streamline the evaluation design process. Additional training was provided to the staff and a deadline for completion of all evaluation plans was established. However, when the deadline passed with only half of the program evaluations on a Timeline, the strong individual concerns overcame the innovation. The use of project management software continued to decline. Currently, the use of Timeline is an option for evaluators if they and their clients find it of value in the planning and monitoring of program evaluations.

Social Studies Staff Development

The final use of the CBAM in this paper describes the evaluation of a K-8 social studies staff development program at the cluster level. During 1986-87 the Portland district adopted a new Scott Foresman social studies curriculum. As part of the adoption process, one cluster of schools provided inservice training to acquaint teachers with the new social studies text and instructional program. Four resource teachers conducted ongoing staff development and model teaching to individual teachers and grade groups in the cluster. Each resource teacher/trainer was assigned to work with one of the following grade level groups during the year: K-1, 2-3, 4-5, or 6-8.

Recognizing that the Concerns-Based Adoption Model is an effective needs assessment process for staff development programs, the cluster administration chose to analyze the social studies inservice program as an innovation. There were two purposes to this effort: 1) the cluster wanted to measure the effect of the social studies staff development, and 2) they wanted to assess the effect of integrating the social studies curriculum with the reading program. For teachers, this was a change in instructional focus from teaching social studies alone to focusing on reading in the social studies content area to encourage integration of subjects across the curricula.

The evaluation of the social studies inservice program utilized the Stages of Concern questionnaire to measure teacher satisfaction with the training at the end of one year. In May 1987, 87 K-8 teachers from seven schools in the cluster completed the SoC questionnaire with the innovation identified as "the social studies inservice" training program. The SoC questionnaires were collected anonymously and scored with an Apple IIe program that generated individual graphic profiles and a composite profiles by school and by grade level group.

Figure 3 presents the teacher concerns profile in grades K-1 and grades 2-3) for the social studies inservice. Figure 4 presents the teacher concerns profile in grades 4-5 and grades 6-8 for the social studies inservice.

Figure 3

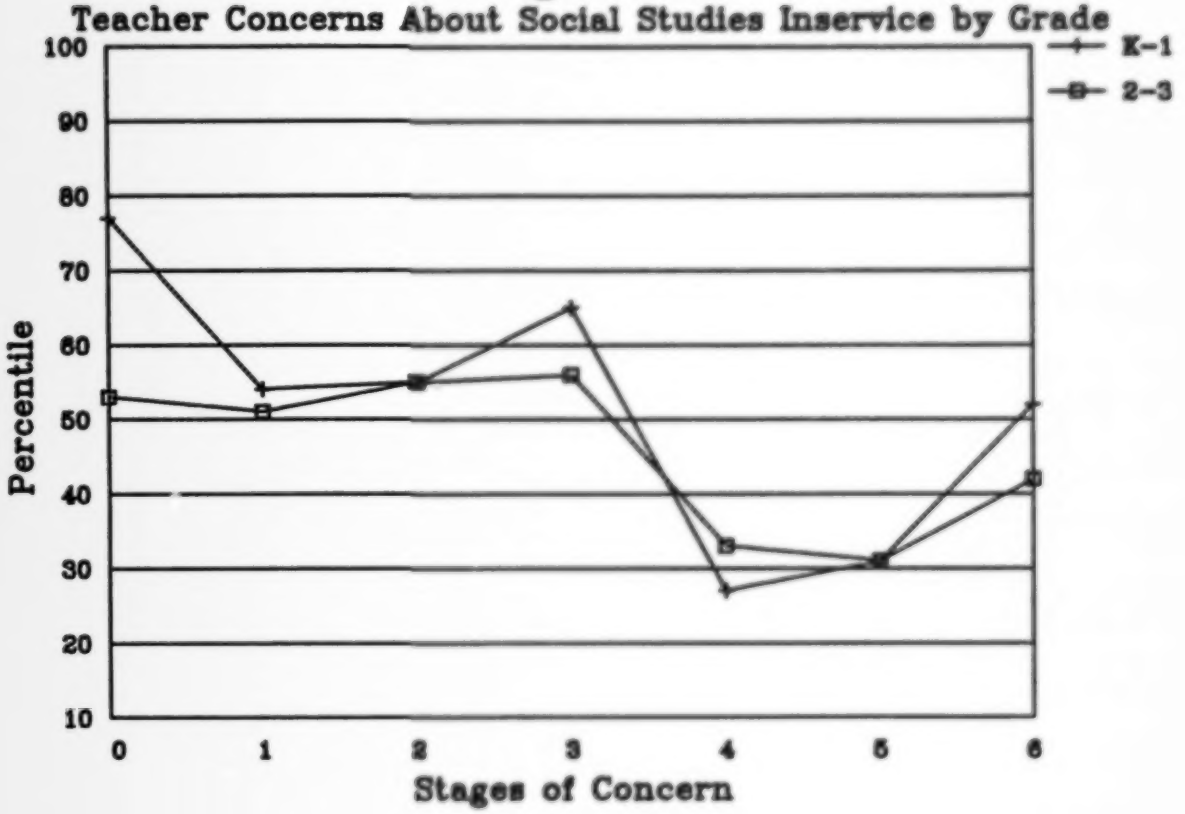
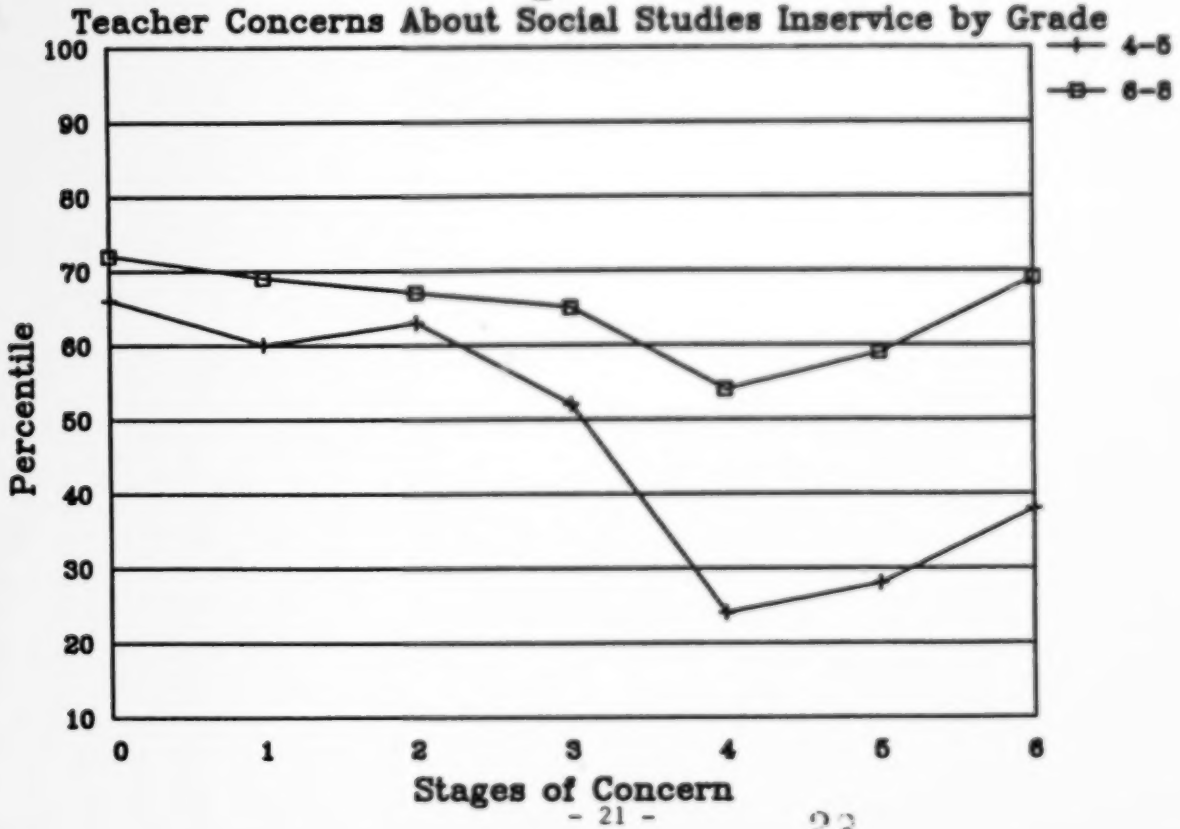


Figure 4



Overall, the profiles indicate typical nonusers and early users of an innovation. The grade 4-5 group concerns indicate nonuse; the grade 2-3 group had moved into high SoC 3-management concerns about the social studies adoption. It should be noted that after one year of implementation and support for the new social studies program, the grade level group profiles showed a tail up at Stage 6-Refocusing which may mean the groups have other ideas about how to do things differently; they may also be negative toward the innovation.

Results of the SoC questionnaires profiled by school group indicate that 57% of the cluster schools were early users of the innovation; 43% were nonusers. The results showed that teachers with high Stage 1-Informational and Stage 2-Personal concerns were more often clustered in schools assessed at low fidelity of implementation of the social studies program.

The SoCQ composite profiles allowed cluster-level decision makers to assess the effects of the social studies staff development and plan the appropriate next level of action to support the curriculum adoption.

Summary

This paper presented applications of the Concerns-Based Adoption Model in program evaluation. It described the use of a theory-based framework in evaluating the implementation of three educational change efforts: an alternative language arts program for grades 1-8, a project management software program for departmental planning, and a K-8 social studies inservice program. Criteria for successful implementation were identified. Findings varied within each program evaluation.

The utilization of this framework was particularly valuable in formative evaluation. The rich descriptive data obtained in the interviews provided useful program improvement information. Often this was information the project could not have obtained on its own. The confidentiality of the interviews, combined with the two-way dialogue between teacher and evaluator, yielded high quality information. The interviews also verified the fidelity of the program implementation. This approach, used in conjunction with the configurations, allowed data to be gathered on whether or not the program was proceeding according to plan.

Significant information for staff development was also provided in the teacher questionnaires. These proved useful in identifying areas of need and allowed decision makers to make data-based decisions targeted at program improvement. This

theory-based model can assist the evaluator in defining program components and interpreting teacher concerns and use. It also guides the program staff in developing staff development plans, monitoring the client's use of an innovation, and designing practical intervention strategies to increase the effectiveness of the program.

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APPENDIX

- Project READ Configuration Checklist
- Stages of Concern Questionnaire
- Levels of Use Interview Questions
- Levels of Use Rating Sheet
- Timeline(c) Sample Gantt Chart

Figure A

PROJECT READ

INSTRUCTIONAL CONFIGURATION CHECKLIST

Project READ instructional strategies include these key elements:

1. ___ Systematic skills presentation simple to complex

2. ___ Use of multi-sensory learning activities

3. ___ Use of activity-based learning

4. ___ Use of direct instruction:
   - ___ Structured, sequenced instruction
   - ___ Pacing allowing for frequent practice
   - ___ Reinforcement for correct responses
   - ___ Correcting student errors
   - ___ Monitoring student progress
   - ___ Small group instruction
   - ___ Modeling generalization of skills

5. ___ Use of Madeline Hunter lesson plan design:
   - ___ Anticipatory set
   - ___ Statement of objectives
   - ___ Delivering information
   - ___ Modeling behavior
   - ___ Check for understanding
   - ___ Guided practice
   - ___ Independent practice

Project READ

Concerns Questionnaire

Name (optional) _____

In order to identify these data, please give us the last four digits of your Social Security number:

____ ____ ____ ____

The purpose of this questionnaire is to determine what people who are using or thinking about using Project READ are concerned about at various times during the innovation adoption process. The items were developed from typical responses of school and college teachers who ranged from no knowledge at all about various programs to many years experience in using them.

Therefore, a good part of the items on this questionnaire may appear to be of little relevance or irrelevant to you at this time. For the completely irrelevant items, please circle "0" on the scale. Other items will represent those concerns you do have, in varying degrees of intensity, and should be marked higher on the scale.

For example:

This statement is very true of me at this time.	0	1	2	3	4	5	6	7
This statement is somewhat true of me now.	0	1	2	3	4	5	6	7
This statement is not at all true of me at this time.	0	1	2	3	4	5	6	7
This statement seems irrelevant to me.	0	1	2	3	4	5	6	7

Please respond to the items in terms of your present concerns, or how you feel about your involvement or potential involvement with Project READ. Please think of it in terms of your own perception of what it involves. Phrases such as "the innovation," "this approach," and "the new system" all refer to Project READ. Remember to respond to each item in terms of your present concerns about your involvement or potential involvement with Project READ.

Thank you for taking time to complete this task.

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PROJECT READ STAGES OF CONCERN

QUESTIONNAIRE ITEMS

0 Irrelevant	1 Not true of me now	3 Somewhat true of me now	4	5	6 Very true of me now	7

1.	I am concerned about students' attitudes toward Project READ.	0	1	2	3	4	5	6	7
2.	I now know of some other approaches that might work better.	0	1	2	3	4	5	6	7
3.	I don't even know what Project READ is.	0	1	2	3	4	5	6	7
4.	I am concerned about not having enough time to organize myself each day.	0	1	2	3	4	5	6	7
5.	I would like to help other faculty in their use of Project READ.	0	1	2	3	4	5	6	7
6.	I have a very limited knowledge about Project READ.	0	1	2	3	4	5	6	7
7.	I would like to know the effect of reorganization on my professional status.	0	1	2	3	4	5	6	7
8.	I am concerned about conflict between my interests and my responsibilities.	0	1	2	3	4	5	6	7
9.	I am concerned about revising my use of Project READ.	0	1	2	3	4	5	6	7
10.	I would like to develop working relationships with both our faculty and outside faculty using Project READ.	0	1	2	3	4	5	6	7
11.	I am concerned about how Project READ affects students.	0	1	2	3	4	5	6	7
12.	I am not concerned about Project READ.	0	1	2	3	4	5	6	7
13.	I would like to know who will make the decisions in the new system.	0	1	2	3	4	5	6	7
14.	I would like to discuss the possibility of using Project READ.	0	1	2	3	4	5	6	7
15.	I would like to know what resources are available if we decide to adopt Project READ.	0	1	2	3	4	5	6	7
16.	I am concerned about my inability to manage all Project READ requires.	0	1	2	3	4	5	6	7
17.	I would like to know how my teaching or administration is supposed to change.	0	1	2	3	4	5	6	7

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0 Irrelevant	1 Not true of me now	3 Somewhat true of me now	4	5	6 Very true of me now	7

18.	I would like to familiarize other departments or persons with the progress of this new approach.	0	1	2	3	4	5	6	7
19.	I am concerned about evaluating my impact on students.	0	1	2	3	4	5	6	7
20.	I would like to revise Project READ's instructional approach.	0	1	2	3	4	5	6	7
21.	I am completely occupied with other things.	0	1	2	3	4	5	6	7
22.	I would like to modify our use of Project READ based on the experiences of our students.	0	1	2	3	4	5	6	7
23.	Although I don't know about Project READ, I am concerned about things in the area.	0	1	2	3	4	5	6	7
24.	I would like to excite my students about their part in this approach.	0	1	2	3	4	5	6	7
25.	I am concerned about time spent working with nonacademic problems related to Project READ.	0	1	2	3	4	5	6	7
26.	I would like to know what the use of Project READ will require in the immediate future.	0	1	2	3	4	5	6	7
27.	I would like to coordinate my effort with others to maximize Project READ's effects.	0	1	2	3	4	5	6	7
28.	I would like to have more information on time and energy commitments required by Project READ.	0	1	2	3	4	5	6	7
29.	I would like to know what other faculty are doing in this area.	0	1	2	3	4	5	6	7
30.	At this time, I am not interested in learning about Project READ.	0	1	2	3	4	5	6	7
31.	I would like to determine how to supplement, enhance, or replace Project READ.	0	1	2	3	4	5	6	7
32.	I would like to use feedback from students to change the program.	0	1	2	3	4	5	6	7
33.	I would like to know how my role will change when I am using Project READ.	0	1	2	3	4	5	6	7
34.	Coordination of tasks and people is taking too much of my time.	0	1	2	3	4	5	6	7
35.	I would like to know how Project READ is better than what we have now.	0	1	2	3	4	5	6	7

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LoU Interview

0-II/III-VI	Are you currently using _____?

If yes, turn page. If no, continue.

NO

Have you ever used it in the past? If so, when? Why did you stop?

-If yes, go to PAST USERS (Below)

If no, continue.

0/I-II	Have you made a decision to use _____ in the future?
I/II	If so, when will you begin use?
Knowledge	Can you describe _____ for me as you see it?
Acquiring Information	Are you currently looking for any information about _____? What kinds? For what purposes?
Knowledge	What do you see as the strengths and weaknesses of _____ in your situation?
Assessing	At this point in time, what kinds of questions are you asking about _____? Give examples if necessary.
Sharing	Do you ever talk with others and share information about _____? What do you share?
Planning	What are you planning with respect to _____? Can you tell me about any preparation or plans you have been making for the use of _____?
Final Question (Optional)	Can you summarize for me where you see yourself right now in relation to the use of _____?

PAST USERS

Can you describe for me how you organized your use of _____, what problems you found, what its effects appeared to be on students?

When you assess _____ at this point in time, what do you see as the strengths and weaknesses?

NOW, GO TO ABOVE SECTION, STARTING WITH QUESTION MARKED 0/I-II.

YES

Open-ended	Please describe for me how you use _____. (Ask sufficient questions to cover minimal criteria for use.)
Assessing/ Knowledge	What do you see as the strengths and weaknesses of _____ in your situation? (Have you made any attempt to do anything about weaknesses? Probe those they mentioned specifically.)
Acquiring Information	Are you currently looking for any information about _____? What kind? For what purposes?
LoU V	Do you work with others in your use of _____? Do you meet on a regular basis? Have you made any changes in your use of _____ based on this coordination?
	If yes, go to LoU V Probes (Below)
Sharing	Do you ever talk with others about _____? What do you tell them?
Assessing	(Have you considered any alternatives or different ways of doing things with the program?) Are you doing any evaluating, either formally or informally, that would affect your use of _____? Have you received any feedback from students that would affect the way you're using _____? What have you done with the information you got?
III/IVA/IVB	Have you made any changes recently in how you use _____? What? Why? How recently? Are you considering making any changes?
Planning/Status Reporting	As you look ahead to later this year, what plans do you have in relation to your use of _____?
III-V/VI	Are you considering or planning to make major modifications or replace _____ at this time?

LoU V Probes

1. Please describe for me how you work together. (What things do you share with each other?)
2. What do you see as the effects of this collaboration?
3. Are you looking for any particular kind of information in relation to this collaboration?
4. Do you talk with others about your collaboration? If so, what do you share with them?
5. Have you done any formal or informal evaluation of how your collaboration is working?
6. What plans do you have for this effort in the future?

If you have enough evidence to place the person at an LoU V, go to Question III-V/VI.

If you do not think the person is an LoU V, go to Question Sharing.

LEVEL OF USE RATING SHEET

Tape #: Site: Interviewer:
Date: / / I.D. #: Rater:

Level	Knowledge	Acquiring Information	Sharing	Assessing	Planning	Status Reporting	Performing	Overall LoU
Non-Use D.P. A	0	0	0	0	0	0	0	0
Orientation D.P. B	I	I	I	I	I	I	I	I
Preparation D.P. C	II	II	II	II	II	II	II	II
Mechanical Use D.P. D-1	III	III	III	III	III	III	III	III
Routine D.P. D-2	IVA	IVA	IVA	IVA	IVA	IVA	IVA	IVA
Refinement D.P. E	IVB	IVB	IVB	IVB	IVB	IVB	IVB	IVB
Integration D.P. F	V	V	V	V	V	V	V	V
Renewal	VI	VI	VI	VI	VI	VI	VI	VI
User is not doing:	ND	ND	ND	ND	ND	ND	ND	
No information in interview:	NI	NI	NI	NI	NI	NI	NI	

Past User _____ Estimated past LoU _____

The amount of information in the interview was:	insufficient for rating	1	2	3	4	5	6	7	very adequate for rating
The interviewee:	does not fit on the chart	1	2	3	4	5	6	7	fits well on the chart
The interviewee:	was very difficult to interview	1	2	3	4	5	6	7	was no problem to interview

Figure 8

Sample Gantt Chart from Timeline(c) Project Management System